

**A COMPARATIVE STUDY BETWEEN OF THE ADVERBS ENGLISH
AND THE INDONESIAN IN THE FAULT IN OUR STARS NOVEL AND
TRANSLATION OF THE NOVEL**

**A THESIS
Submitted as a Partial Fulfillment of the
Requirement for S1-Degree**

By:

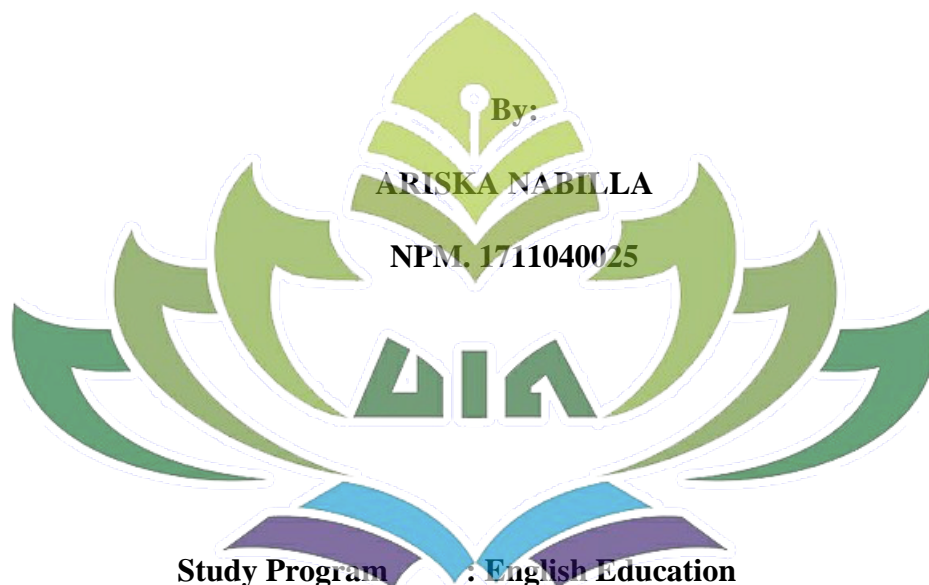
**ARISKA NABILLA
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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Study Program : English Education

Advisor : Prof. Dr. Idham Kholid, M.ag

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RADEN INTAN STATE ISLAMIC UNIVERSITY
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ABSTRACT

The translation process of a novel is usually different from the original form. The purposes of this research are to determine how many kinds of English and Indonesian adverbs are found in the English novel *The Fault in Our Stars* and translated into Indonesian and to determine the difference between English and Indonesian adverbs in the novel *The Fault in Our Stars*.

The methodology of this research was descriptive qualitative method. The technique used to collect the data in this research was documentation research. The researcher used the novel *The Fault in Our Stars* original version and translation version as a research subject. In this research, the strategy that used to validate the data is triangulation.

The researcher obtained the following researched results from the analysis that was performed: in both novels, there were 1978 adverbs for English novel and in Indonesian novel found adverbs 2177 whose were divided into five categories. The used of adverbs in English novel will differ in the placement of adverbs in Indonesian novel. Then the novel has differences, among others; the first difference was that the purpose and plot of the story in English novels have many different meanings if they are not connected with other story sentences. The second difference, in both novel, passive voice is mostly used in English, while Indonesian refers more to the active form, especially on the object in focused. In addition to having different meanings, the placement of adverbs was different, for example in an English novel, adverbs are used at the front of a sentence, whereas in a novel the translation has adverbs located in the middle of a sentence and some are at the end of a sentence.

Key words : Comparative Study, Qualitative research, *The Fault in Our Stars*, Translation of the Novel

DECLARATION

I hereby state that this thesis entitled: “A Comparative Study Between of the Adverbs English and the Indonesian in The Fault in Our Stars Novel and Translation of the Novel” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.





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A thesis entitled: **"A COMPARATIVE STUDY BETWEEN OF THE ADVERBS ENGLISH AND THE INDONESIAN IN THE FAULT IN OUR STARS NOVEL AND TRANSLATION OF THE NOVEL"**, by: **ARISKA NABILLA, NPM: 1711040025**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, June 17th 2021**.

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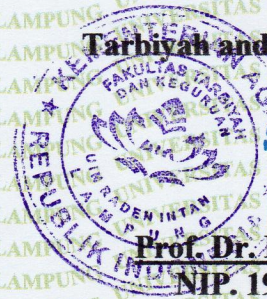
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MOTTO

قُلْ إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Verily, with every difficulty there is relief” (QS. Al Inshyrah: 6)”¹



¹Abdullah Yusuf Ali, *The Meaning Of Holy Quran New Edition with revised translation, commentary and Newly Compiled Comprehensive Index* (Maryland: Amana Publication, 1999), P. 1666

DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Hi. Hairudin, S.Sos and Mrs. Hj. Putri Ariyani, S.Pd, who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved brothers, Armanda Handika Pratama, S.Kom and Ariza Rachman Handika, S.H, who love, care, support and cheer me up until the completion of this thesis.
4. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Ariska Nabilla. She is called by Ariska. She was born on July 19th, 1999 in the Bandar Lampung. She is the last girl of Mr. Hi. Hairudin, S.Sos and Mrs. Hj. Putri Ariyani, S.Pd.

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First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “A Comparative Study Between of the Adverbs English and the Indonesian in *The Fault in Our Stars* Novel and Translation of the Novel” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, June 17th, 2021
The Researcher

Ariska Nabilla
NPM. 1711040025

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION.....	iii
MOTTO	iv
DEDICATION.....	v
CURRICULUM VITAE.....	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Statement of the Research.....	3
C. The Limitation of the Problem.....	4
D. The Formulation of the Research.....	4
E. Research Objective.....	4
F. The Significance of the Research.....	5
G. The Scope of the Research.....	6
CHAPTER II. FRAME OF THEORY	
A. Translation.....	7
B. Adverbs	12
1. English Adverbs	12
2. Indonesian Adverbs.....	16
C. Morphology.....	21
1. Lexemes and Words	21
2. Morphemes and Allomorphs	21
3. Stems, Roots, and Bases.....	22
4. Inflectional Morpheme and Derivational Morpheme.....	23
5. Morphological Process	24

D. Syntax.....	27
1. Syntactic Devices	27
2. Syntactic Units	29
E. Position of Adverbs.....	33
F. Novel.....	34
1. Definition of Novel	34
2. Types of Novel.....	35
G. Synopsis of The Fault in Our Stars Novel	38
H. Biography of Writer	39

CHAPTER III. RESEARCH METHOD

A. Research Design.....	42
B. Research Subject	43
C. Research Instrument.....	43
D. Data Collecting Technique.....	44
E. Data Source	45
F. Data Validation	45
G. Research Procedure.....	49
H. Data Analysis	50

CHAPTER IV FINDING AND DISCUSSION

A. The Research Finding Novel The Fault in Our Stars.....	52
B. Discussion of the Result Research	61

CHAPTER V CONCLUSSION AND SUGESTION

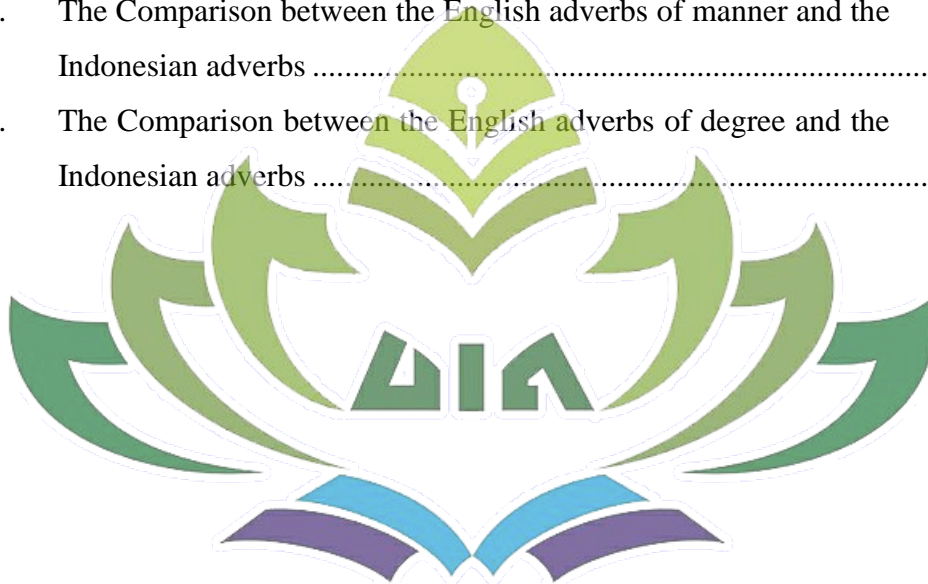
A. Conclusion.....	65
B. Sugestion.....	65

REFERENCES

APPENDICES

LIST OF TABLES

Table	Page
1. Data Collecting Instrument.....	44
2. The Comparison between the English adverbs of place and the Indonesian adverbs	52
3. The Comparison between the English adverbs of time and the Indonesian adverbs	53
4. The Comparison between the English adverbs of frequency and the Indonesian adverbs	54
5. The Comparison between the English adverbs of manner and the Indonesian adverbs	58
6. The Comparison between the English adverbs of degree and the Indonesian adverbs	60



CHAPTER I

INTRODUCTION

A. Background of the Problem

The difficulties in the translation process come from determining the accuracy of equivalence from the source language (SL) into the target language (TL). Because the translation process of a novel is usually different from the original form, readers who know some written language could be disappointed. Beside that the translator must know the part of speech in English and Indonesian, there are : verb, noun, pronoun, adjective, adverb, preposition, conjunction and interjection.

In this research, the researcher evaluates adverbs in the novel *The Fault in Our Stars*. The researcher chooses *The Fault in Our Stars* novel because the sentences in this novel include many adverbs. Many problems were discovered in the translation of adverbs in this work. The researcher finds some phenomena of translation variation of adverb of manner here, for example:

Source Language : I'd shake my head **microscopically** and exhale in response. (p.6)

Target Language : Aku akan menggeleng-gelengkan kepala **dengan sangat tidak kentara** dan menghela nafas sebagai jawaban. (p.13)

In the sentence above the word “microscopically” is an adverb. It is then

translated into “dengan sangat tidak kentara” is an adverb phrase.

Source Language : I would **conservatively** estimate they have texted each other the word always four million times in the last year. (p.18)

Target Language : **Secara konservatif**, kuperkirakan mereka telah saling mengirim SMS dengan kata selalu sebanyak empat juta kali sepanjang tahun lalu. (p.30)

In the sentence above the word “conservatively” is an adverb. It is then translated into “secara konservatif” is an adjective phrase. So, there is translation shift that belongs to class shift is changing from adverb into adjective phrase.

The purpose of translation is to help the reader in enjoying the novel in the target language. The translator must be able to compare two languages in order to identify the comparable meanings or messages. According to Nababan, the translation concept is as follows: In translation, equivalence and equality are closely related concepts. When a translator is working on a translation, they are attempting to establish an equivalency relationship between the source language text and the target language text.¹ It means that, translation is the process of replicating the content of a message/statement from one language (source language) to another language and the target language. So, the translator must understand the translation principle and equivalence. Baker states the translation

¹ Rudolf Nababan, *Teori Menerjemah Bahasa Inggris* (Yogyakarta: Pustaka Pelajar, 2003), p. 32

equivalences divided into five level as follows: equivalence of word level, equivalence above word level, grammatical equivalence, pragmatic equivalence.²

The researcher chooses the topic because the researcher was present the comparative of adverbs from the original version and the translation version. It is intriguing because the research indicates that in order to compare the adverbs in this novel to the original and translated version, they must first know the adverbs in both works. Adverbs can explain when and where the moment happen, and gives the support of the sentences. For education, in general, in the teaching and learning process of English in the classroom, the teacher rarely explains the material using English completely because students can not understand it. In this case, Indonesian is used as a comparison language by the teacher. Therefore, teachers can integrate English teaching materials with Indonesian, for example, by comparing adverbs in English and Indonesian to aid in translation.

B. Statement of the Research

Based on the statement above, the researcher conducted qualitative descriptive research entitled “A Comparative Study Between of the Adverbs English and the Indonesian in The Fault in Our Stars Novel and Translation of the Novel”.

² M. Baker, *Routledge Encyclopedia of Translation Studies* (London: Routledge, 1998), p.10-21

C. The Limitation of the Research

The limitation of this research is a comparative study of two, English and Indonesian especially on adverb of time, place, manner, frequency, and degree to avoid mistransformation which is made by the Indonesian students. A comparison will be made in a novel entitled *The Fault in Our Stars*, written by John Green and translated into Indonesian by Ingrid Dwijani Nimpoeno.

D. The Formulation of the Research

Based on the background of the problem above, the researcher formulates the problem of this research as follows:

1. How many kinds of English and Indonesian adverbs are there in the English novels *The Fault in Our Stars* and translated into Indonesian?
2. What are the differences between English and Indonesian adverbs in novel *The Fault in Our Stars*?

E. Research Objective

In this research, the researcher has two objectives, they are as follows:

1. To know how many kinds of English and Indonesia adverbs are there in the English novels *The Fault in Our Stars* and translated into Indonesian.
2. To know the differences between English and Indonesian adverbs in novel *The Fault in Our Stars*.

F. The Significance of the Research

1. Theoretical used

In conducting this research, it was expected that this research would give more information to the readers about the differences between the English and the Indonesian adverb formation in the original and translations of the novel *The Fault in Our Stars* as the object of the analysis.

2. Practical uses

a. The English Teachers

The finding of this study may be beneficial to teachers as additional information in teaching translation with a focus on adverbs.

b. The English Education Students

This study could be beneficial to students as additional material in studying translation with a focus on adverbs.

c. The Translators

The finding of this study can be used as recommendations for translators while working on adverbial translations.

d. The Readers

This can increase the reader's knowledge of information about adverbs and help the reader understand the content of the text.

G. The Scope of The Research

a. Subject of the research

The research compared the English and Indonesian adverbs in Green's novel *The Fault in Our Stars* original and translation version.

b. Object of the research

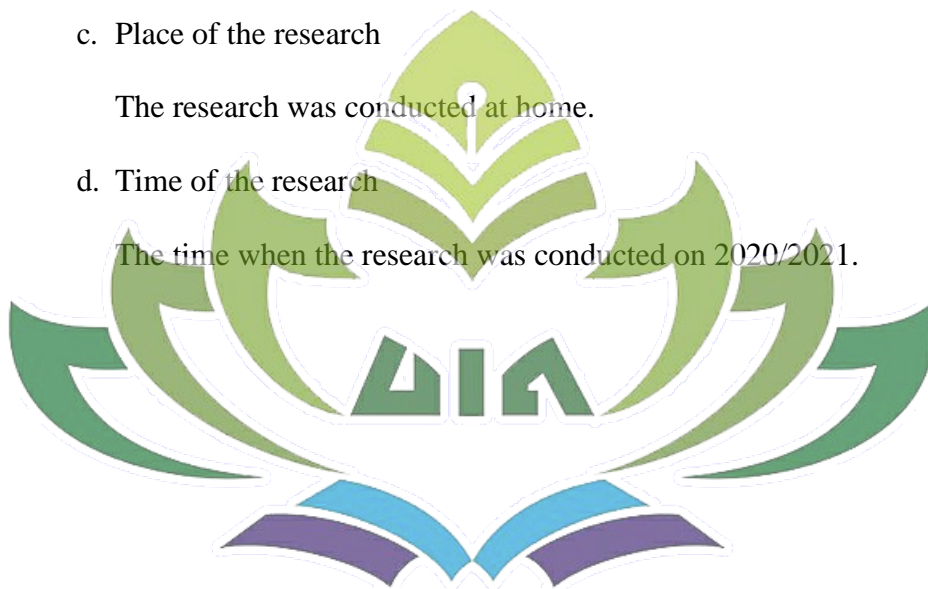
Analysis of adverbs in the novel *The Fault in Our Stars* as the original version and the translation version.

c. Place of the research

The research was conducted at home.

d. Time of the research

The time when the research was conducted on 2020/2021.



CHAPTER II

FRAME OF THEORY

A. Translation

Translation is defined by Newmark as "rendering the meaning of a text into another language in the way that the author intended for the text".¹ It means that translation serves the objective of transmitting the intended meaning of the author or translator in another language. Because translation occasionally includes some type of loss of meaning owing to a variety of reasons, a successful translation is distinguished not just by changes in language, but also by the transfer of meaning.

According to Nida and Taber, translation consists of reproducing in the receptor language the closest natural equivalent of the source language's message, first in terms of meaning and secondly in terms of style.² It means that, in the case of a translation, it reproduces the closest meaning of the original language. As a result, Nida and Taber argue that translation is about more than just conveying the most literal meaning.

Catford defines translation as the replacement of textual content in one language (Source Language) with equal textual material in another language (target language).³ It means that translation is the process of replacing the source language with the target language in order to be

¹Peter Newmark, *A Textbook of Translation* (Prentice Hall International, 1998), p. 5

² E. A. Nida and Charles Taber, *The Theory and Practice of Translation*. (Leiden: E. J. Brill, 1969), p.1

³J.C. Catford, *A Linguistic Theory of Translation*, (Oxford University Press, 1965), p. 20

equivalent in textual substance.

The researcher concluded from the preceding description that translation is the act of transforming written material from one language to another with comparable meaning from the writer's purpose in the source language into the target language. The translator may have difficulty establishing the meaning of the source text during the translation process, and in order to reach this equivalence meaning, the translator must certainly take some action. This is the most important step in the translation process.

There are several kinds of translation. Larson distinguishes between two forms of translation: modified literals and idiomatic translations. While Newmark suggests appropriate forms of translation, there are a few more to consider:⁴

1. Word for word translation

Word for word translation is often represented by words that are placed between the lines of text, with the source language words following precisely the same as the target language words. To translate cultural terms, word for word translation is usually utilized.

Example:

a). I love you (Source Language)

b). Aku mencintaimu (Target Language)

⁴ Newmark *Op.Cit.*, p. 70

2. Literal Translation

Form-based translation, often known as literal translation, attempts to follow the form of the original language. Form-based translation refers to translations that adhere to the exact form of the original language, such as word-for-word translation. According to Larson, literal translation will be effective for someone who knows or analyzes the original meaning of the source language.

Example:

- a). By the way (Source Language)
- b). Dengan Jalanan (Target Language)

3. Faithful Translation

A faithful translation strives to reproduce the original's exact contextual meaning within the restrictions of the target language's grammatical structures.

Example:

- a). I have quite a few friends. (Source Language)
- b). Saya mempunyai sama sekali tidak banyak teman (Target Language)

4. Semantic Translation

In general, semantic translation is written in the author's language style and follows the author's idea. Traditionally, semantic translation was

accomplished by interpreting the text. Semantic translation is more liberating than literal translation.

Example:

- a). He is bookworm (Source Language)
- b). Dia adalah seorang kutu buku (Target Language)

5. Adaptation Translation

The process of adaptation translation is when the source language is translated into the target language by embracing the target language's culture. For instance, the Cinderella story was adapted into Bawang Merah Bawang Putih. The narrative was modified by changing the reader's cultural background.

Example:

- a). His leg felt like a stone (Target Language)
- b). Tungkai kakinya seperti terpaku (Source Language)

6. Idiomatic Translation

Idiomatic translation reproduces the original's message but tends to modify the vocabulary of meaning by referring to colloquialisms and idioms that do not exist in the original.

Example:

- a) The accident killed 55 people, mostly school girls from Yapenda Senior High School in Sleman regency Yogyakarta (Source Language)

b) Kecelakaan itu menewaskan 55 orang korban yang kebanyakan dari mereka adalah para siswi SMU Yapenda Kabupaten Sleman Yogyakarta. (Target Language).

7. Communicative Translation

Communicative translation aims to reproduce the original's accurate contextual meaning in such a way that both content and language are immediately acceptable and understandable to the readership.

Example:

a). Shift (Source Language)

b). Hijrah (Target Language)

8. Free Translation

The matter is reproduced without the way, or the content is reproduced without the form of the original. They all agree and admit that there are three sorts of translations that are often used. They are unrestricted, literal, and word for word.

Example:

a). Killing two birds with one stone (Source Language)

b). Menyelam sambil minum air (Target Language)

B. Adverbs

According to Hornby, an adverb is a word that answers questions with how, when, and where and modifies verbs, adjectives, and other adverbs.⁵ It means that an adverb's principal role is to alter a verb. However, it can also be used to modify an adjective or another adverb.

Keraf defines an adverb as a word or set of words that has the job of explaining a verb, adjective, or another adverb that also has a role in a phrase. Adverb divided into five categories there are adverb of frequency, time, degree, place and manner.⁶ It means that an adverb is a part of speech. Many different kinds of words are called adverbs. We can usually recognize an adverb by its type, function, form, and position.

1. English Adverbs

a. Adverb of Frequency

Mukti suggests that adverbs of frequency are unclear: When the recurrence of an action stated in the phrase is unclear. Frequency adverbs include: Always, At times, Frequently, Rarely, Never, Now and then, Occasionally, Often, At time, and so on. He also indicates that if the phrase has only one verb or no auxiliary verb, the adverb of frequency is generally put directly in front of the verb. The frequency of an adverb may begin in a sentence to emphasize its adverbs.⁷

Examples:

⁵ A.S. Hornby, *Oxford Advanced the Learner's Dictionary of Current English* (Oxford: Oxford University Press, 2010), p.14

⁶ Gorys Keraf, *Komposisi: Sebuah Pengantar Kemahiran Bahasa* (Ende: Nusa Indah, 2004), p.74

⁷ Hilman Fariz Mukti, *Complete English Grammar* (Yogyakarta: Absolut, 2008), p.335

- 1) He doesn't say go away very much **now**. (time position)
- 2) They **always** list depression among the side effects of cancer.
(time frequency)
- 3) I'd **once** allowed nurses with a more eighteen months. (time duration)
- 4) Presumably because I **rarely** left the house.

Adverbs of frequency provide information of how often something happens. Here are some examples:

- 1) He goes to school **every day**.
- 2) She **often** goes to school with his father.
- 3) **Usually** they are playing football.

Those examples show how the same adverb can have different time meanings, depending on its context of use. For example, **always** in 2 refers to frequency (i.e. how often she eats the onion); while in 3, **once** refers more to duration.

From the first sentence, the word **every day** is put in the end of the sentence. While from the second sentence, the word **often** is put in the middle of the sentence after the subject. From the third sentence, the word **usually** is put in front of the sentence. The position of adverbs of frequency in English can be put in front, middle and in the end depends on the sentence. If we see from the third example, the word **usually** is put in front of the sentence. It has the aim to give the strong emphasis as an adverb of frequency in that sentence.

b. Adverbs of Time

We employ time adverbs to inform us when an event occurred. Adverbs of time are most commonly used at the beginning or conclusion of a sentence. The adverbs of time are displayed in bold font in the following instances.

- 1) **Today** they will go to the cafe.
- 2) She will go to the market **tomorrow**.

In the first example, **today** occupies the beginning position of a clause. In the second example, **tomorrow** occupies the end position of a clause. The adverbs **now**, **then** and **once** may occupy any of the three positions in a clause. For instance, in the following examples, **now** occupies the first position, the middle position, and the end position of a clause.

- 1) **Now** it is time to eat.
- 2) It is **now** time to eat.
- 3) It is time to eat **now**.

Adverbs of time modify the verbs or predicate complements to answer the question “When/what time” The words that are usually used: After wards, eventually, now, tomorrow, yesterday, the day before yesterday, soon, late etc.

c. Adverb of Place

Biber and friends state that adverb of place express distance,

direction, or position.⁸

Examples:

- 1) Mom wasn't **there** yet. (Position)
- 2) Then took a half step **away** from him. (Distance)
- 3) It hopped **backward** among its companions (Direction)

d. Adverb of Degree

Adverbs of degree describe the intensity or degree of an action, an adjective, or another adverb. Adverbs of degree convey information about how much of something is completed. Common adverbs of degree are as follows: **almost, nearly, quite, just, too, extremely, enough**, etc.

Adverbs of degree are usually placed:

- 1) Before the adjective or adverb they are modifying Example:

The water was **extremely** cold

The word **extremely** as the adverb of degree is put before the adjective "cold". The word "**extremely**" modifies the word "cold".

- 2) Before the main verb

Example: He was **just** leaving. He has **almost** finished.

From the second example, the positions of adverbs of degree (**just** and **almost**) are put before the main verb. So, there are two positions of adverbs of degree; before the adjective or adverb they are modifying and before the main verb.

⁸ Douglas Biber, Susan Conrad, Geoffrey Leech, *Longman Student Grammar of Spoken and Written English* (English: Longman, 2002), p.208

e. Adverbs of Manner

Mukti suggests that adverbs of manner are used to express the existence of an action in the phrase. Except for early, quick, good, late, hard, and near, most adverbs of manner are derived from adjectives by adding the suffix-ly., etc.⁹

Adverbs of manner describe how someone does a task. The majority of manner adverbs are created from adjectives with the suffix ly-. However, not all adjectives, such as early, quick, excellent, late, hard, near, and so on, may be prefixed with ly-.

Manner adverbs are generally put after the main verb or after the object..

1) After the main verb

Example: She runs **well**

2) After the object

Example: She plays the piano **beautifully**

2. Indonesian Adverb

According to Keraf, adverbs are the word which is said to limit the verb, the state, mostly adverbial consists of the words basis, and also a derived word.¹⁰ It means that, according to the conventional structure, an adverb is a word or more that modifies/ies adjectives, verbs, or the entire phrase.

a. Adverb of Time

Adverb of time, according to Alwi and friends, is an adverb that

⁹ Hilman Fariz Mukti, *Op. Cit*, p.330

¹⁰ Gorys Keraf, *Op. Cit*, p.112

expresses the meaning connected with the time of the events indicated by the adverbial. This contains adverbial forms like as "new" and "immediate".¹¹

Examples:

1. Ayah **baru** diberhentikan dari jabatannya.

(Father has **just** been stopped from his position)

2. Kami berlima akan **segera** menyepakati masalah itu.

(The five of us will **soon** agree on that problem)

3. Kami ujian **lusa**.

(We will have an examination **the day after tomorrow**).

The word **lusa**, in English is **the day after tomorrow** as an adverb of time. It explains when we have the examination and the answer is **lusa**. It has function to make clear the subject and predicate after adding the adverb of time **lusa**.

Adverb of time is divided into two parts.

1) The adverbs of words define/emphasize the progress of event.

For examples: *Dahulu, kemarin, hari ini, sekarang, kemarin, dulu, besok, selamanya.*

2) The adverbs of time explain about problems that happen and

finish or not. For example: *Telah, akan, sudah, sedang, baru, lagi, belum.*

¹¹ Hasan Alwi, et. al. *Tata Bahasa Buku Bahasa Indonesia* (Jakarta: Balai Pustaka, 2008), p.205

b. Adverb of Place

In Indonesian, an adverb of place is an adverb that conveys the location of something or the circumstance, which is generally indicated by the use of the prepositions at, to, from, till, and on.

Examples:

1) *Ia tinggal di sebuah **pedesaan**.*

(She stays in the **village**.)

2) *Patrick pergi ke **Jogja**.*

(Patrick goes to **Jogja**)

c. Adverb of Frequency

According to Alwi and friends, a quantitative adverb is an adverb that conveys the meaning connected with the frequency of occurrence of something that has been explained by an adverbial.

Adverbial terms such as always, often, rarely, and sometimes.¹²

Based on that definition, we can say that a frequent adverb is an adverb that expresses the meaning of anything that happens and is described by its adverbs. Here are some examples:

1) *Kami **selalu** makan malam bersama – sama.*

(We **usually** have dinner together).

2) *Mereka **sering** mengabaikan tanggung jawabnya.*

(They **often** disregard their responsibility).

3) *Para siswa yang rajin **jarang** tinggal kelas.*

¹² Hasan Alwi, *Op. Cit*, p.205

(Diligent students **seldom** remain the class).

- 4) *Kadang – kadang saya terkejut melihat inisiatifnya.*

(**Sometimes** I am surprised to see his initiative).

d. Adverb of Manner

Adverb of manner is an adverb that expresses the meaning of an event that is explained by the adverb of manner. Here are some examples:

- 1) *Ikuti dia **diam** – **diam** dari belakang.*

(Follow him from the back **quietly**).

- 2) *Kami akan menyelesaikan tugas itu **secepatnya**.*

(We will finish the duty is **as soon as** possible).

- 3) ***Pelan** – **pelan** Moerdiono menjelaskan posisi pemerintah.*

(Moerdiono explains the governmental position **slowly**).

- 4) ***Dengan gembira** dia menjawab pertanyaan itu.*

(“She answered the question **happily**.)

The word “*dengan*” is put before adjective “*gembira*” as preposition in that sentence.

e. Adverb of Degree

Adverbs of degree describe the strength or intensity of an event. Many adverbs are gradable, which means they may be intensified. Adverbs of degree are often used before the adjectives, adverbs, or nouns that denote level.

Examples :

- 1) *Ia **hampir** selesai.*

(He has **almost** finished).

- 2) *Kamu mengerjakan tes itu dengan sangat baik.*

(You did **pretty** well in that test).

Adverbs can be placed anywhere in Indonesian. The position is free, which means that it may be placed at the beginning, middle, or end of the sentence depending on the phrase that we create.

For example:

- 1) ***Kadang – kadang** kami mendiskusikan masalah keuangan keluargakami bersam –sama.*

(**Sometimes** we discuss about our family financial problems together). The word **kadang – kadang** or **sometimes** in English as an adverb of frequency is put in front of the sentence.

- 2) *Ia **pasti** pergi ke kantor pos itu.*

(She **certainly** went to the post office).

The word **pasti** or **certainly** in English as a kind of an adverb of modality is put in the middle of the sentence

- 3) *Mereka bertemu dengan ayah saya di **apotik**.*

(They met my father in the **dispensary**).

The word **apotik** or dispensary in English as an adverb of

place is put in the end of the sentence.

C. Morphology

The study of language is known as linguistics. Humans utilize it to communicate with one another. Phonetics, phonology, morphology, syntax, and semantics are some of the disciplines of this subject. The researchers are discussing morphology and syntax in this study.

Bloomfield defined morphology as structures with bound forms between components.¹³ Morphology, on the other hand, is concerned with the identification of words, lexemes, morphemes, allomorphs, stems, roots, bases, inflectional morphemes, and derivational morphemes.

1. Lexemes and Words

Lexemes are abstract units that can have many inflectional forms.¹⁴ It is the lowest unit of lexicon and the most meaningful unit of words or sentences. Words, according to Kridalaksana, are the greatest unit of morphology and the smallest element of syntax..¹⁵ It means that words are the smallest units that are capable to make an utterance. Words are the realization of lexemes.

2. Morphemes and Allomorphs

Morphemes are the smallest units of word form that may be

¹³ Leonard Bloomfield, *Language*, (London: Henderson & Spalding, 1995), p.200

¹⁴ John Lyons, *An Introduction to Theoretical Linguistic*, (London: Cambridge University Press, 1993), p.9

¹⁵ Harimurti Kridalaksana, *Pembentukan Kata dalam Bahasa Indonesia*, (Jakarta: Gramedia, 1989), p.8

examined after the morphology process..¹⁶ Morphemes are divided into two types: free and bound morphemes. Free morphemes, according to Chaer, are morphemes that do not need the existence of other morphemes but can appear in an utterance. As the free unit, free morphemes may stand alone. For example, glad, will, go, in, an, and so on.

Chaer also defined bound morphemes as morphemes that cannot exist in an utterance when the other morphemes are absent. Bound morphemes cannot exist as free units since they require affixes, prefixes, and suffixes.¹⁷

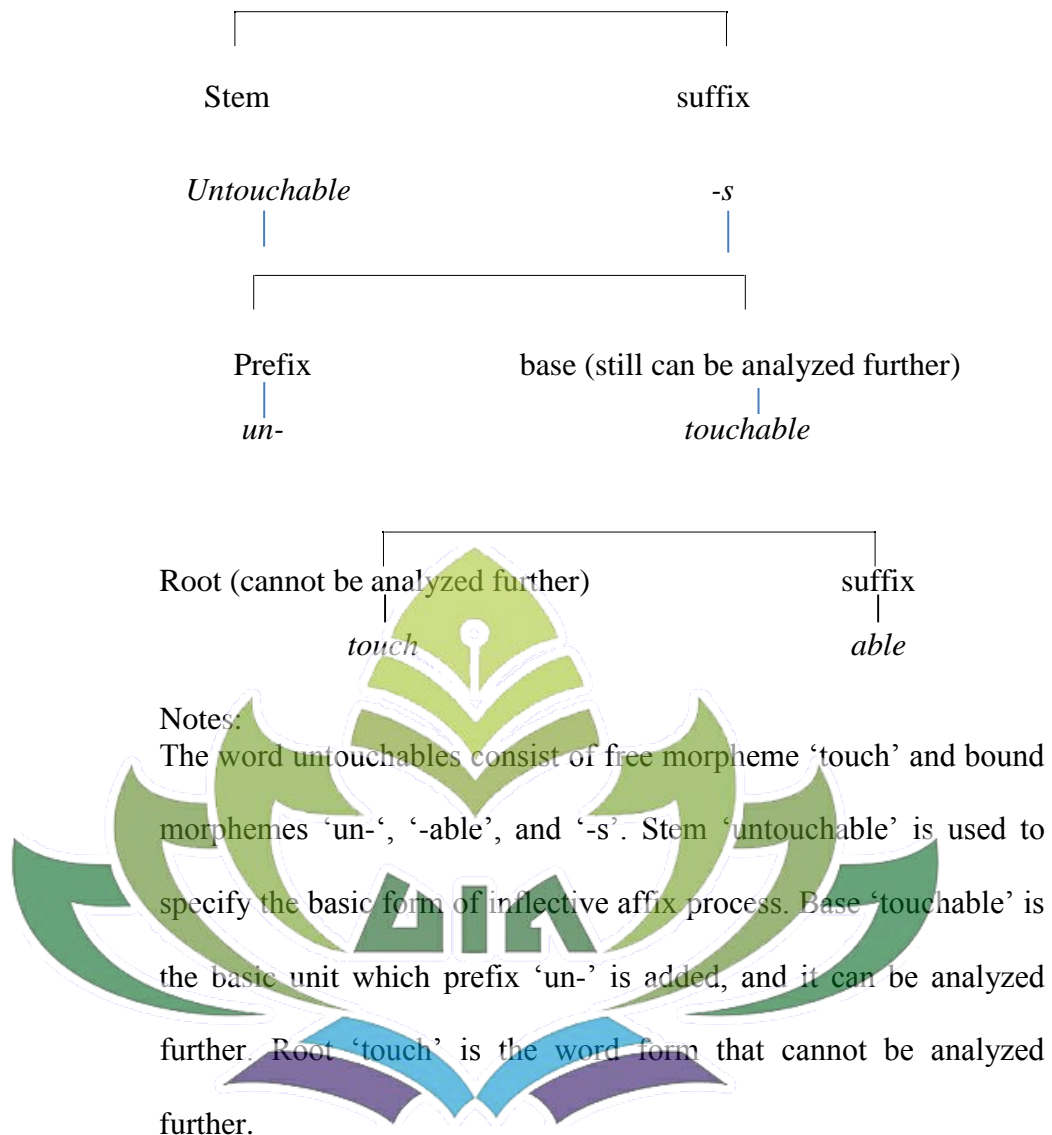
3. Stems, Roots, and Bases

According to Chaer, stems are employed to identify the basic form of a word in the inflection process, also known as the inflective affix process. In the meanwhile, roots are employed to identify the word form that cannot be further examined. He also stated that bases are commonly employed to identify a word form as the fundamental of the morphological process.¹⁸ Bases are a unit which any kind of affixes can be added so that they can be analyzed further

¹⁶ *Ibid*, p.10

¹⁷ Abdul Chaer, *Linguistik Umum*, (Jakarta: Rineka Cipta,1994), p.151-152

¹⁸ *Ibid*, p.160



4. Inflectional Morpheme and Derivational Morpheme

Morphology, according to Bickford et al. in Ba'dulu and Herman, is split into two types depending on its morphemes, which are derivational and inflectional. Derivational morphemes transform a word into a new word form, resulting in the creation of a new lexical entry.¹⁹ Therefore, they change the class form or the meaning

¹⁹ Abdul Muis Ba'dulu and Herman, *Morfosintaksis*, (Jakarta: Rineka Cipta, 2005), p.12

of a stem. Look at the following example.

agree + ment → agreement

The free morpheme 'agree' is a verb. When it is attach to the derivational morpheme '-ment' it becomes 'agreement' which is a noun. It means that the derivational morphemes can change the class of a word.

un + happy → unhappy

The free morpheme 'happy' is an adjective which means positive. When it is added by the derivational bound morpheme 'un-' it becomes 'unhappy' which means negative. It means that the derivational morphemes can change the meaning of a word.

On the other hand, inflectional morphemes do not change the word class or the meaning. They only create another form of the same word.

sleep + ing → sleeping

The free morpheme 'sleep' is a verb which means positive. When it is added by the inflectional bound morpheme '-ing' it becomes 'sleeping' which is a verb and still means positive. It means that the inflectional morphemes cannot change the class or the meaning of a word.

5. Morphological Process

Morphological process refers to how a word is converted into

a new word form.²⁰ Affixation, reduplication, clitization, and bleeding are examples of morphological processes.²¹

a) Affixation

According to Kridalaksana, affixation is the process of transforming lexemes into complicated word forms. There are five types of affixes in Indonesian.²²

1. Prefix is an affix situated in the beginning of word. For example: *dis-agree*, *un-kind*, *re-play*, *ber-suara*, *ke-lahiran*, etc.
2. Infix is an affix that is placed in the middle of word. For example: Sundanese word *tahu* become *ta-ra-hu* (The word 'tahu' means 'tofu' in the singular form, meanwhile the word 'tarahu' means 'tofu' in the plural form).
3. Suffix is an affix that is placed in the end of word. For example: *beauty-ful*, *child-ish*, *makan-an*, *acuh-kan*, etc.
4. Simulfix is an affix which changes noun into verb. For example: *kopi* become *ngopi*, *soto*, become *nyoto*, 'rich' become 'enrich', 'power' become 'empower', etc.
5. Konfix is an affix which contains two substances, prefix and suffix. For example: *ke-celaka-an*, *se-terus-nya*, *un-believe-able*, etc.

²⁰ Harimurti Kridalaksana, *Op. Cit*, p.14

²¹ Willian O'Grady and Guzman, *Contemporary Linguistics: An Introduction*, (United Kingdom: Longman, 1996), p138-157

²² Harimurti Kridalaksana, *Op. Cit*, p.28-29

b) Reduplication

Kridalaksana also said that lexeme form is changing into the complex word by some of reduplication process. There are three kinds of reduplication:²³

1. Phonologic Reduplication. In this process there is no change of the word meaning. For example: *dada*, *papa*, *pie-pie*, *paru-paru*, etc.
2. Morphemic Reduplication. In this process there is a change of the word meaning. It usually happens in Indonesia. For example: *beres* become *beres-beres*, *keliling* become *keliling-keliling*, etc.
3. Syntactic Reduplication. It is a process happen when a lexeme which constructs a clause unit. It also usually happens in Indonesia. For example: *tetangga*, *lelaki*, *bolak-balik*, etc.

c) Cliticization

Clitics are elements that are inextricably linked to a word. In English, enclitics are contractions that cling to the end of a word. Meanwhile, proclitics are contractions that stick to the beginning of words and are most frequent in France.

Cliticization can be constructed by adhering the elements 'm, 's, and 're in a word. For example: "I'm" from "I am", "she's" from "she is", and "you're" from "you are".

²³ *Ibid*, p.88-89

d) Blending

Blends are two words formed from non-morphemic components of two previously existent things.²⁴ It is often produced by combining the beginning half of one word with the last portion of the second word without affecting the meaning.

For example: information + commercial → infomercial

D. Syntax

Chaer defined syntax as the organization and control of words into larger units known as syntactic units, which include the words, phrase, clause, sentence, and discourse. Syntax is separated into two categories: syntactic devices and syntactic units.²⁵

1. Syntactic Devices

Chaer defined syntactic devices as word order, word form, and word categorization used to create grammatical constructions.

1. Word Order

The position of a word in relation to the other word in a syntactic construction is referred to as word order. In order to have a grammatical structure in English, a word must be organized or placed in a specific way.

For example:

²⁴ Willian O'Grady and Guzman, *Op. Cit*, p.148-150

²⁵ Abdul Chaer, *Sintaksis Bahasa Indonesia: Pendekatan Proses*, (Jakarta: PT Rineka Cipta, 2009), p.3

- a. The girls beautiful (ungrammatical)
- b. The beautiful girls (grammatical)

2. *Word Form*

Each word must be turned into a grammatical word by affixation, reduplication, or composition before it can be employed in a sentence or utterance.

For example: the sentence 'The girls beautiful' is ungrammatical. We can make it grammatical by changing the form of some words. The word 'girls' is changed into a possessive pronoun 'girl's' or 'girls'. Then, the word 'beautiful' (adjective) is changed into 'beauty' (noun). So that the sentence becomes;

- a) The girl's beauty is amazing, or
- b) The girls' beauty are amazing

3. *Word Classification*

Words can be categorized based on their meaning and function. Traditional linguists evaluate words using meaning and function criteria. The meaning criteria is used to distinguish between the classes of verb, noun, adjective, and adverb. In the meanwhile, the function criteria is employed to identify prepositions (in, on, at, above, etc.), auxiliary verb (can, may, must, will, etc.), determiner (a, the, some, this, that, many, several, etc.), qualifier (very, somewhat, quite, etc.), interrogator (when,

where, who, etc.), negator (not, never), subordinator (if, as, though, after, before, etc.), coordinator (and, but, or, yet, etc.), phatic word (ah, hallo, *deh*, *dong*, *kok*, etc) and so on.

A phatic word is a word category that is used to begin, continue, or emphasize communication between the speaker and the listener. This word class is generally seen in spoken language. The majority of phatic words are employed in non-standard sentences with regional content.²⁶

2. Syntactic Units

1. Word

Warriner stated that word form consists of the following five classes.²⁷

- 1) Noun. It is a word which is used to name person, place, thing, or idea.

For example: book, fan, chair, etc.

- 2) Pronoun. It is a word which is used to replace noun. For example:
he, it, hers, me, them, etc.

- 3) Verb. It is a word which expresses actions/helps to make a statement.

For example: run, drink, watch, etc.

- 4) Adverb. It is a word which is used to modify a verb, an adjective, a phrase, or another adverb. For example: incredibly, just, too,

²⁶ Harimurti Kridalaksana, *Op. Cit*, p.114

²⁷ John E Warriner, *English Composition and Grammar*, (New York: Harcourt, 1958), p.2-14

quickly, kindly, etc.

- 5) Adjective. It is a word that indicates a quality of the person or thing referred by a noun. For example: big, rotten, foreign, etc.

2. *Phrase*

Phrase is a group of related words that does not contain a subject and a verb.²⁸ There are five kinds of phrase as follows.

- 1) Verb phrase is a kind of phrase containing of one main verb and followed by auxiliaries, adverbs, adverb phrases (or clauses), prepositional phrases, or object. For example: The man **was smoking** on the smoking area.

- 2) Noun phrase is a kind of phrase containing of noun, pronoun (as a head), and modifiers. For example: **The boy** has read **a good novel** last week.

- 3) Adjective phrase is a kind of phrase containing of adjectives that modifies a noun. For example: They are **very friendly**.

- 4) Prepositional phrase is a kind of phrase containing of preposition and object of preposition. For example: She is **on the internet** right now.

- 5) Adverbial phrase is a kind of phrase containing of adverbs that modifies verb, adjective or clause. For example: My uncle lives **in a very beautiful house**.

²⁸ Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Practice Hall Regents, 1989), p.257

3. *Clause*

Clause is a group of words that at least contains a verb and its subject and is used as a part of sentence.¹⁹ Clause is divided into two: dependent and independent.

- 1) Dependent Clause is a clause that cannot stand alone as a sentence.

There are three kinds of dependent clause;

- a) Noun Clause. It is a clause used to replace a noun or as a noun itself. It can be a subject, object, or a preposition. For example: I keep thinking about **what happened yesterday**.

- b) Adjective Clause. It is a dependent clause that modifies a noun. For example: The woman **who is living next door** is from Australia.

- c) Adverbial Clause. It is a clause that functions as an adverb. It contains subject and predicate, and it modifies a verb. For example: **Besides he is a journalist**, Tom is also a good writer who has written a lot of novels.

- 2) Independent Clause or main clause is a clause that can stand by itself.

For example: Diane kicked the soda machine.

4. *Sentence*

Chaer described sentence based on the number of the clause which is divided into four.²⁰

¹⁹ John E Warriner, *Op. Cit*, p.71

²⁰ Abdul Chaer, 2009, *Op,Cit*, p.46

- 1) Simple Sentence. It is a sentence constructed by a single main clause.

For example: He likes playing badminton.

- 2) Compound Sentence. It is a sentence that consists of at least two main clauses without any subordinate clauses and is generally coupled with a coordinating conjunction, such as: and, but, yet, etc. For example: The boys play football and the girls like playing with the dolls.

- 3) Complex Sentence. It is a sentence with at least two main clauses and at least one subordinate clause. For example: The boys play football when they have a break.

- 4) Compound-Complex Sentence. It is a sentence with at least three components, including coordinate and subordinate clauses. For example: They are good students, and they are good at sports, as a consequence, they are awarded as the students of the year.

Chaer also divided the sentence arrangement into four.

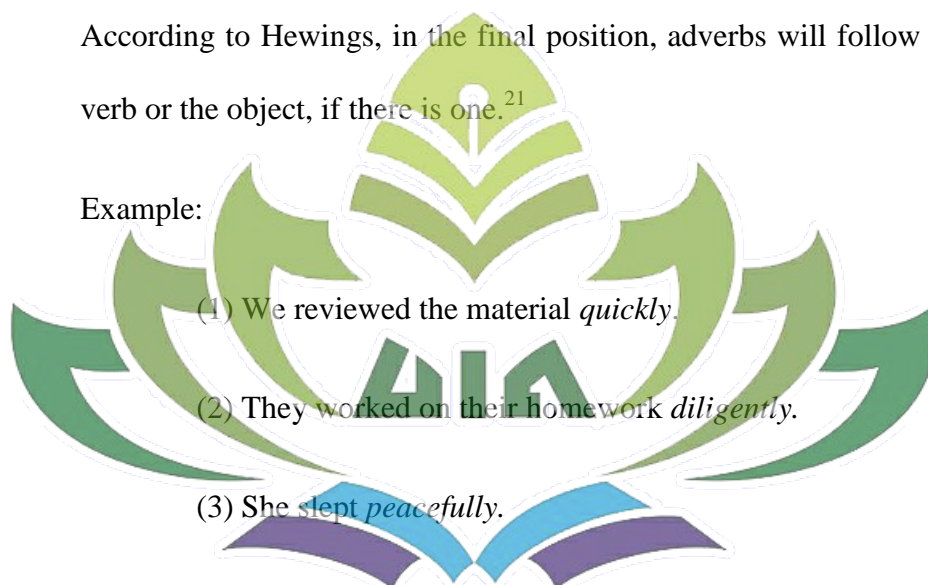
- 1) Declarative Sentence. It is a sentence used to declare a statement to the others. It does not need any answer from the listener. For example: She does not marry yet.
- 2) Interrogative sentence. It is a sentence that expecting an answer. For example: What is your name?
- 3) Imperative Sentence. It is a sentence that asking the listener or the reader to do an action. For example: Clean it up!
- 4) Interjective Sentence. It is a sentence used to state the emotion,

such as surprise, angry, sad, disappointed, and so on. For example: Wow, it is so expensive!

E. Position of Adverb

Adverb position improves the function of location, time, and manner, frequently before disclosing important facts in a text. Adverbs can modify a verb in three ways: at the end, in the middle, or at the front. According to Hewings, in the final position, adverbs will follow after the verb or the object, if there is one.²¹

Example:



The end position can also be used for location, routines, and specific times.

Example:

- (1) He lives under the *bridge*.
- (2) She goes to the doctor *monthly*.
- (3) They got divorced in *September*.

²¹ Martin Hewings, *Advanced grammar in use: A self-study reference and practice book for advanced learners of English*, (UK: Cambridge University Press, 2005), p.148-150

In the middle position, an adverb appears between the subject and the verb, either as a main verb or after the first auxiliary verb.

Example:

(1) He *always* sleeps in class.

(2) She is *consistently* happy.

(3) They could *possibly* come here.

The mid position can be used for degree, order, or frequency. Adverbial fronting refers to the front position. Adverbs in the front position might demonstrate a relationship to a preceding phrase, time and location, or express an emotion about what they are about to convey.

F. Novel

1. Definition of Novel

Etymologically, the word novel comes from the Italian, Novella, which means the new staff that small.²² The novel evolved in both England and America. In the region, the novel evolved from various kinds of narrative nonfiction, such as letters, biographies, and history. However, since society and development times change, the book is no longer solely based on factual nonfiction; the author of the novel can alter according to the desired imagination.

Sumardjo defines a novel as a tale in prose form that is lengthy in

²² Nurgiyantoro, *Teori Pengkajian Fiksi 6th Edition*, (Yogyakarta: Gajah Mada University Press, 2007), p. 9

structure, with a complicated storyline, many characters, and a variety of settings.²³ A novel is a completeness, an aesthetic comprehensiveness. As a whole, the work has sections components that are most closely connected to one another and mutually reliant. Hudson stated that the novel is self-contained, containing all that the writer considered necessary for the knowledge and enjoyment of his work.²⁴ According to Lukacs, the novel is the epic of an era in which the vast whole of existence is no longer immediately supplied, in which the immanence of meaning in life has become a challenge, but in which totality is still thought in terms of.²⁵ Looking for the sole and definitive genre-defining factor in the question of whether a work is composed in poetry or prose would be a simple creative technicality.

2. Types of Novel

According to Bakhtin, the novel parodies all literary genres (including it self) by exposing the norms of their forms and languages.²⁶ He also contends that novelization occurs when narratives are free and flexible, when they incorporate a dialogued heteroglossia of popular spoken languages, and when they are infused with laughter, irony, humor, and self-parody, which brings everything close to and on an equal plane with

²³ Sumardjo, *Apresiasi Kesusasteraan*, (Jakarta: Gramedia, 1998), p. 29

²⁴ William Henry Hudson, *An Introduction to the Study of Literature*, (London: New Impression Reset, George G. Haris), p. 168

²⁵ Lukacs, G (translated by Anna Bostok), *The Theory of The Novel: A historical philosophical essay on the forms of great epic literature* (London: The Merlin Press Ltd, 1988), P.40.

²⁶ Bakhtin, M.M, *The Dialogic Imagination: Four Essays* (8th ed). Ed. and trans. Michael Hoquist. Trans. Caryl Emerson (Austin: University of Texas Press, 1992), P.12-13

everyday contemporary life's personal experiences and thoughts. Here are types of novel according to Klarer:²⁷

a. Romance.

Individual characteristics such as insecurity, vulnerability, or other facets of character come to the center in romances, foreshadowing certain features of the novel. Individualization of the protagonist, a purposefully perspectival frame of view, and, most all, a linear narrative structure geared toward a specific climax that no longer focuses on national or cosmic concerns are key elements that separate romance from epic poetry.

b. Picaresque novel

The novel that which tells the story of a wandering rogue (from the Spanish *picaro*) who is at odds with society's conventions. The picaresque novel, which is structured as an episodic narrative, attempts to expose societal injustice in a humorous manner, as for example *Hans Jacob Christoph von Grimmelshausen's* (c. 1621–76) *German Simplicissimus* (1669), *Daniel Defoe's Moll Flanders* (1722), or *Henry Fielding's Tom Jones* (1749), which all display specific traits of this form of prose fiction.

c. Bildungsroman

The Bildungsroman (novel of education), as its German name suggests, follows the growth of a protagonist from childhood to maturity, including such examples as *George Eliot's* (1819–80) *Mill on the Floss*

²⁷ Mario Klarer, *An Introduction to Literary Studies* (London: Routledge, 2004), p.10-12

(1860), or more recently *Doris Lessing's* (1919–) cycle *Children of Violence* (1952–69).

d. The Epistolary Novel

The novel uses letters as a means of first-person narration, as for example *Samuel Richardson's* *Pamela* (1740–41) and *Clarissa* (1748–49).

e. Historical Novel

Such as *Sir Walter Scott's* (1771–1832) *Waverley* (1814), whose activities occur in a genuine historical setting. Related to the historical novel is a more contemporary movement known as new journalism, which use the novel's genre to rewrite episodes based on true events, as exemplified by *Truman Capote's* (1924–84) *In Cold Blood* (1966) or *Norman Mailer's* (1923–) *Armies of the Night* (1968).

f. The Satirical Novel

Such as *Jonathan Swift's* (1667–1745) *Gulliver's Travels* (1726) or *Mark Twain's* (1835–1910) *The Adventures of Huckleberry Finn* (1884), highlights weaknesses of society through the exaggeration of social conventions.

g. Utopian Novels or Science Fiction Novels

Create alternative worlds as a means of criticizing real sociopolitical conditions, as in the classic *Nineteen Eighty-four* (1949) by *George Orwell* (1903–50) or more recently *Margaret Atwood's* (1939–) *The Handmaid's Tale* (1985).

h. Gothic Novel

Which includes such works as *Bram Stoker's* (1847–1912) *Dracula* (1897).

i. Detective Novel

One of the best known of which is *Agatha Christie's* (1890–1976) *Murder on the Orient Express* (1934).

The Fault in Our Stars novel is kind of romance novel because in the The Fault in Our Stars novel focus on the relationship and romantic love between two people.

The researcher decided to choose this novel because the original version of this young adult novel has a realistic fictional style that tells the situation in fact and shares a lot of information in an easy-to-understand language. In the translation version, this novel uses translated words that are often used in everyday life. So, the readers can understand and can relate sentence by sentence into a story that is not confusing.

G. Synopsis of The Fault in Our Stars Novel

Hazel Grace Lancaster, who has thyroid cancer, is hesitant to join a cancer patient's support group. She made eye contact with a young man who turned out to be Augustus Waters during one of the support group meetings. He invites Hazel over to his house to watch a movie while they discuss their experiences with cancer. They agree to read each other's favorite novels and Hazel recommends a novel called *An Imperial Affliction*.

Hazel describes the greatness of *An Imperial Affliction*: This is a novel about a girl named Anna who has cancer, and it's the only way she understands living with cancer that matches her experience. She describes how the novel ends in the middle of a sentence in a very annoying way, imagining the ending of the story about the fate of the novel's characters. She speculates about the mystery author, Peter Van Houten, who fled to Amsterdam after the novel was published and has not been heard from since. A week after Hazel and Augustus discussed the literary meaning of the contents of the book, Augustus miraculously revealed that he had managed to track down the whereabouts of Vanhouten's assistant, Lidewij. He then started an email conversation with an aloof Van Houten.

Hazel's parents and doctors don't think she is strong enough to make the trip to Amsterdam. Dr. Maria convinced her parents that Hazel had to make this trip because she needed to live her life. After reading a letter from Van Houten, Hazel was more confident than ever about making the trip. But when she had a serious case where her lungs were filled with fluid and she was forced to be taken to the ICU, she learned that Augustus had never left the hospital waiting room²⁸.

H. Biography of Writer

John Green is the first New York Times bestselling author of *Looking for Alaska*, *An Abundance of Katherines*, *Paper Towns*, *The*

²⁸ <https://www.johngreenbooks.com/the-fault-in-our-stars> (June, 22th 2021)

Fault in Our Stars, and Turtles All the Way Down. He also co-wrote Will Grayson, Will Grayson with David Levithan. He won the Michael L. Printz Award in 2006, the Edgar Award in 2009, and has twice been a nominee for the Los Angeles Times Book Prize. Green's work has appeared into over 55 languages and have produced over 24 million copies.

In June 2014, the movie adaptation of The Fault in Our Stars was released, directed by Josh Boone and starring Shailene Woodley, Ansel Elgort, and Nat Wolff. In the second half of 2015, John signed a first look production deal with Fox 2000. The limited series adaptation of Looking for Alaska was released on Hulu on October 18th, 2019 starring Kristine Froseth, Charlie Plummer, and Denny Love. In 2007, John and his brother Hank ceased textual communication and began to talk primarily through videoblogs posted to YouTube. The videos spawned a community of people called nerdfighters who fight for intellectualism and to decrease the overall worldwide level of suck. Their videos have been viewed more than 800 million times.

John and Hank launched educational YouTube channel Crash Course in late 2011 with funding from YouTube's original channel initiative. Crash Course has over 10.7 million subscribers and 1.2 billion views. John and Hank are involved with a myriad of other video projects, including The Art Assignment, Ours Poetica, SciShow, hankgames, Eons and Healthcare Triage.

John is the co-founder and editor of Looking for Alaska, a book review journal where he reviews books. John's book reviews have appeared in The New York Times Book Review and Booklist. He grew up in Orlando, Florida before attending Indian Springs School and then Kenyon College. He currently lives in Indianapolis with his family.²⁹



²⁹ <https://www.johngreenbooks.com/bio> (June, 22th 2021)

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